DOCUMENT RESUME

ED 028 917 RE 001 725

By-Wiseman, Douglas E.

Classroom Application of a Language Remediation Program.

Pub Date Mar 69

Note-6p.; Paper presented at Association for Children with Learning Disabilities conference, Fort Worth, March 6-8, 1969

EDRS Price MF-$0.25 HC-$0.40

Descriptors-Auditory Perception, *Language Programs, *Language Tests, *Psycholinguistics, Verbal Ability, Visual Perception

Identifiers-Illinois Test of Psycholinguistic Abilities

Definitions and specific breakdowns of four (auditory reception, visual sequential memory, verbal expression, and auditory closure) of the 12 language areas of the new Illinois Test of Psycholinguistic Abilities (ITPA) are presented. Auditory reception is defined as the ability to understand the meaning of materials or stimuli that are heard and includes abilities ranging from discrimination of noises to comprehension or interpretation of ideas presented at a high conceptual level. Visual sequential memory is viewed as the ability to recognize and/or recall stimuli presented sequentially and visually. Verbal expression is seen as the ability to express ideas through words encompassing verbal functions such as imitating words or sentences, describing an object, and carrying on a conversation. Auditory closure is defined as the ability to identify a word when only segments of the word are presented. Basic remedial strategies for training each area and examples of specific teaching activities are included. (RT)

ED028917

ARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

UMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
R ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
O NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
OR POLICY.

CLASSROOM APPLICATION OF A LANGUAGE REMEDIATION PROGRAM

Douglas E. Wiseman
ACLD
1969

As Dr. Minskoff has pointed out in her paper, a more specific breakdown of the ITPA area is necessary. Such a breakdown gives a firm basis and rationale for creating specific teaching activities and materials. As each language is reduced into its most basic elements, remedial activities become more apparent.

This paper will discuss the twelve language areas of the new ITPA, with a detailed description of four of the twelve areas in the language program. Each area to be described will include a definition; some basic remedial strategies for training that area; a listing of sub-areas; and examples of specific teaching activities.

Figure 1 lists the twelve subtests found in the new ITPA along with the equivalent nine subtests found in the experimental edition of the ITPA. An examination of the first column will point out the new names for each subtest. The new terminology was meant to be more educationally descriptive. A comparison of the two columns will show that three subtests have been added to the new ITPA: Auditory Closure; Sound Blinding; and Visual Closure.

FIGURE I

NEW ITPA TERMINOLOGY	OLD ITPA TERMINOLOGY
1. Auditory Reception	Auditory Decoding
2. Visual Reception	Visual Decoding
3. Auditory Association	Auditory-Vocal Ass'n
4. Visual Association	Visual-Motor Ass'n
5. Verbal Expression	Vocal Encoding
6. Manual Expression	Motor Encoding
7. Grammatic Closure	Auditory-Vocal Automatic
8. Auditory Closure	(no counterpart)
9. Sound Blending	(no counterpart)
10. Visual Closure	(no counterpart)
11. Auditory Sequential Memory	Auditory-Vocal Seq.
12. Visual Sequential Memory	Visual-Motor Seq.

RE 001 725

Auditory Reception. Auditory Reception is the ability to understand the meaning of material or stimuli that is heard. This definition would include a great variety of abilities, ranging from discriminating noises to comprehending or interpreting ideas presented at a high conceptual level. Basic strategies suggested to simplify initial learning includes adding

visual and/or kinesthetic cues to the task. As the child progresses the extra cues are eliminated, placing heavy emphasis on the pure auditory task. Another strategy is the variation in intensity of the auditorially presented stimuli, such as in shouting or whispering. Five sub-areas comprise Auditory Reception:

1. Auditory Discrimination of Gross Sounds: the ability to differentiate and identify sounds that are not words, such as a train whistle. Remedial activities for this sub-area include:

   a. identifying whether two sounds are the same or different (keys jingle and door slam)

   b. recognizing gross sounds (raise your hand when you hear a door slam)

   c. labelling sounds ("What makes that sound?" then jingle keys)

   d. contrasting gross sounds (distance: e.g., footsteps near and far; volume: singing loud and soft)

2. Auditory Discrimination of Vocal Sounds: the ability to differentiate and identify words and specific sounds in words. Remedial activities for this sub-area include:

   a. discriminating paired words on the basis of same and different (graduated difficulty: pin-cat; pin-pat; pin-pen)

   b. discriminating rhymed words (tell which one of four words doesn't rhyme: mop, top, fun, hop)

   c. discriminating words by initial sounds (one of four words doesn't begin like the others: e.g., boy, sit, bear, bed)

   d. recognizing specific sounds in words (does this word start with the "b" sound: boy? bad? bear? man?)

   e. identifying initial sounds of words (what sound does this word start with: sit? mat? sing? man?)

3. Auditory discrimination of emotional tone: the ability to determine the emotional content underlying spoken materials.

   a. determining emotion from the English language (Hears story read on tape and must identify emotion. Stories convey happiness, sadness, anger, or fear - sadness, dog dies)

   b. determining emotion from a foreign language (Hear story read on tape in French and must identify emotion. Stories and emotions same as in English section.)

4. Understanding the meaning of single words. (receptive vocabulary): the ability to understand the meaning of a word when it is heard. Complete 1300 words vocabulary for children three to seven inlcuded in Level I.

   a. understanding nouns (e.g., point to picture of doctor and three picture choices)

   b. understanding verbs (e.g. point to picture of someone <u>sewing</u>)

   c. understanding descriptive words (e.g., point to the one that is <u>short</u>)

   d. understanding preposition (e.g., point to the picture that shows the bell <u>under</u> the table)

5. Understanding multiple word combinations: the ability to understand the meanings of sentences and stories.

   a. understanding sentences (e.g. "something that is round and red that you eat is a car -- is that right?")

   b. following directions ("Pick up your pencil. Put your pencil on my desk. Take your seat.")

   c. understanding stories (read story aloud and answer comprehension questions)

Visual Sequential Memory. Visual Sequential Memory is the ability to recognize and/or recall stimuli presented sequentially and visually. To assist in teaching children with visual memory problems, five basic remedial strategies are suggested: (1) add motor components, such as tracing, touching, etc.; (2) labelling the stimuli; such as by color, shape, etc.; (3) accentuating the stimuli by using larger letters, bordering with dark lines, using bright colors, etc; (4) adding novelty or surprise, such as shouting, a tachistocopic presentation, audio-visual aid, etc.; and (5) establishing high motivation and interest by initiating a system of concrete rewards such as stars, poker chips, checkmark, etc. Visual Sequential Memory was analyzed and broken down to include:

1. Foundational skills necessary for visual sequential memory ability: the ability to attend to and differentiate visually presented sequences and proceed in a left-right direction.

   a. developing selective attention to sequence or order (Two sets of pictures: a car, a dog; a dog and a car - and child must tell if in same order or not)

   b. developing left-to-right progression (copying a sequence; from left-to-right, drawing a line left-to-right)

2. Visual memory for actions (You perform a series of action - e.g., a hand clap and touching your ears - and the child does the same actions in the same order)

3. Visual memory for sequences of objects: the ability to recall objects seen in a sequence (e.g., a pencil and a crayon)

   a. recognizing a sequence of objects (present a sequence of three objects, remove one; child must find removed object)

   b. rearranging, then recalling, sequences of objects: (present a sequence of three objects, then scramble, and child must put in correct order)

4. Visual memory for sequences of pictures: the ability to remember pictures seen in sequence.

   a. recognizing sequences of pictures (present a sequence of pictures, remove one, and then have child find the missing picture)

   b. recalling sequences of pictures (present a sequence of pictures; have child verbally label pictures seen)

5. Visual memory for sequences of colors: the ability to remember colors seen in sequence

   a. recognizing sequences of colors (present a sequence of color cards, remove one and child must tell which one is missing)

   b. recalling sequences of colors (present a sequence of colors and have child make the same sequence from memory)

6. Visual memory for sequences of shapes: the ability to remember shapes presented in a sequence.

   a. recognizing sequences of shapes (present cut-outs, e.g. circle and square, remove one, and have child find it)

   b. recall of sequences of shapes (present a sequence of shapes; have child make same sequence from memory)

7. Visual sequential membory from numbers: the ability to remember sequences of numbers presented visually.

   a. recognition, recall, and writing of numbers from 1 - 20 from rote memory

   b. recognizing number facts (show a flash card with 2 + 3 = 5; later have the child select a card with this on it)

   c. recalling number facts (write the combination 3 = 4 = 7; erase the 4 and have the child fill it in)

8. Visual sequential memory for letters: the ability to remember sequences of letters presented visually.

   a. recognition and recall of the alphabet from memory

   b. recognizing spelling words (show a card with "boy" on it; later show a card with "boy" and "man"; have child point to word seen

   c. recalling spelling words (write word such as "boy" on board; erase it, and have child write it)

Verbal Expression. Verbal expression is the ability to express ideas through words. This would encompass many verbal functions, such as imitating words or sentences at a low level and describing, carrying on a conversation or monologue at a more sophisticated level. The ability to communicate with or relate to others is basic in our social order, so deserves special emphasis in the school curriculum. Strategies to help accomplish this goal includes having the child speak only in complete sentences, asking open-ended questions, and by providing correct models of verbal expression. Sub-areas of verbal expression include:

1. Imitation: the ability to mimic words and sentences

   a. imitation of single words (e.g. say "boat")

   b. imitation of sentences (e.g. say "This is a pencil")

2. Labelling: the ability to label people, places, and things with nouns (table); action verb (running); descriptive words (large); and preposition (position and relationship). The experience is broadened by using many examples of the stimulus word used in a sentence and alone.

   a. labelling of nouns (show child an airplane and ask, "What is this?")

   b. labelling of verbs (show picture of boy sleeping and ask, "What is the boy doing?")

   c. labelling of descriptive words (show the child a big and little box and ask, "This box is big and this box is _____?")

   d. labelling of prepositions (show a picture of a box on a table and ask, "Where is the box?")

3. Defining: the ability to interpret or tell the meaning of words.

   a. sentence completion of definitions (e.g. asking: "Something that is red and round that you eat is an _____?")

   b. defining words presented auditorially and visually (asking, "What is a banana?" and show a picture of a banana)

   c. defining words presented auditorially (asking, "What is a bicycle?")

4. Describing: the ability to tell as much as possible about a person, place, or thing.

   a. describing single items (say, "Tell me all about this" and show picture of a dog)

   b. describing scenes (say, "Tell me all about this" and show pictures of children having a snowball fight)

5. Conversation: the ability to vocally interact in a speaker-listener relationship with another person.

   a. conversations on common topics (responding to key questions, such as "What did you do at home yesterday?")

   b. play acting (using props such as dolls, children act out various roles)

   c. answering questions about stories (show picture and tell story; then comprehension questions)

   d. questioning games (you think of an object in the room and the children ask questions to find out its location)

   e. story chaining (you start story and each child adds an idea onto it)

6. Monologues: the ability to vocally express ideas at length without prompting from another person.

   a. show and tell

   b. retelling of stories (read story and child retells it)

   c. descriptive monologues (child tells stories about pictures he has drawn)

   d. imaginary monologues (children talk on topics such as "If I had 3 wishes")

Auditory Closure. Auditory Closure is the ability to identify a word when only segments of the word are presented. Much of the information or data we receive from our environment is partial or incomplete. For example, hearing is usually masked or fragmented in the noisy, cluttered world of the child. The ability to derive meaning from incomplete data, therefore, becomes a highly relevent function. Strategies to help train this ability include adding cues to help identify the fragmented word, such as by placing the fragmented word in a complete sentence or paragraph to provide contextual clues. The three sub-areas that comprise auditory closure are:

1. Completing words with missing sounds: the ability to give a meaningful word or words after hearing only part of the word.

   a. recognizing words with missing sounds ("ca_ - is that cat or dog?")

   b. completing words with missing sounds by sentence cues. ("A banana is yel_____.")

c. completing word with missing sounds with no cues (playgrou____)

d. generating words from beginning sounds ("Think of words that begin with $\overset{\smile}{ca}$)

2. Understanding distorted messages: the ability to repeat words spoken with accents, at unusual paces, or against excessive background noises.

a. understanding messages spoken with accents (children repeat sentence spoken with thick, Spanish accent)

b. understanding messages spoken at unusual paces (repeating sentence spoken at very fast rate)

c. understanding messages spoken against excessive background noise (repeat sentences spoken against a loud, background conversation)

3. Recall of word families: the ability to supply words in a specific rhyming category.

a. recall of a specific rhymed word ("What rhymes with "head" and is something you sleep in?")

b. generating words in a rhyming category (Tell all words that rhyme with cat)

The areas of language detailed in this presentation are portions of the Language Learning Disabilities Program. A complete set of materials (tapes, pictures, objects, etc.) are included in the total program. Field testing is currently in progress, both with children and teachers, to determine the applicability of the language tasks for certain ages, and to find if the directions in the teacher's manual are clear and complete.

We feel this program is urgently needed to fill the gap between ITPA diagnosis and classroom remediation.